

Serving our Children:

Title I, Even Start, Early Childhood
Educator Professional
Development
and Early Reading First

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Mary Anne Lesiak & Melanie Kadlic
Office of Student Achievement & School
Accountability
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Why is Preschool Important?

- 68% of low-income 4th graders cannot read at the proficient level. (NAEP, 2000)
- 90% chance that a poor reader at the end of 1st grade will be a poor reader at the end of 4th grade. (Juel, 1988)
- A majority of reading problems can be prevented in preschool and the early grades. (NRC, 1998)

Why is Preschool Important?

- Children in high-quality preschools display better language, cognitive and social skills than children who attended low-quality programs. (Cost, Quality and Outcomes, 1999)
- Children who participated in cognitive focused preschools were less likely to repeat a grade or be referred to special education. (Art Reynolds, 2000)

We Know That...

- There is an indelible connection between language development, vocabulary, and early reading.
- Knowledge and content have an important role in developing language, cognition, and early reading skills.
- Reading is a learned skill, not a biological awakening.

We Know That...

- All developmental domains are closely related.
- Growth in language and cognition should occur in the context of the other areas of development, including social, emotional, and physical.

Title I: Improving the Academic Achievement of the Disadvantaged

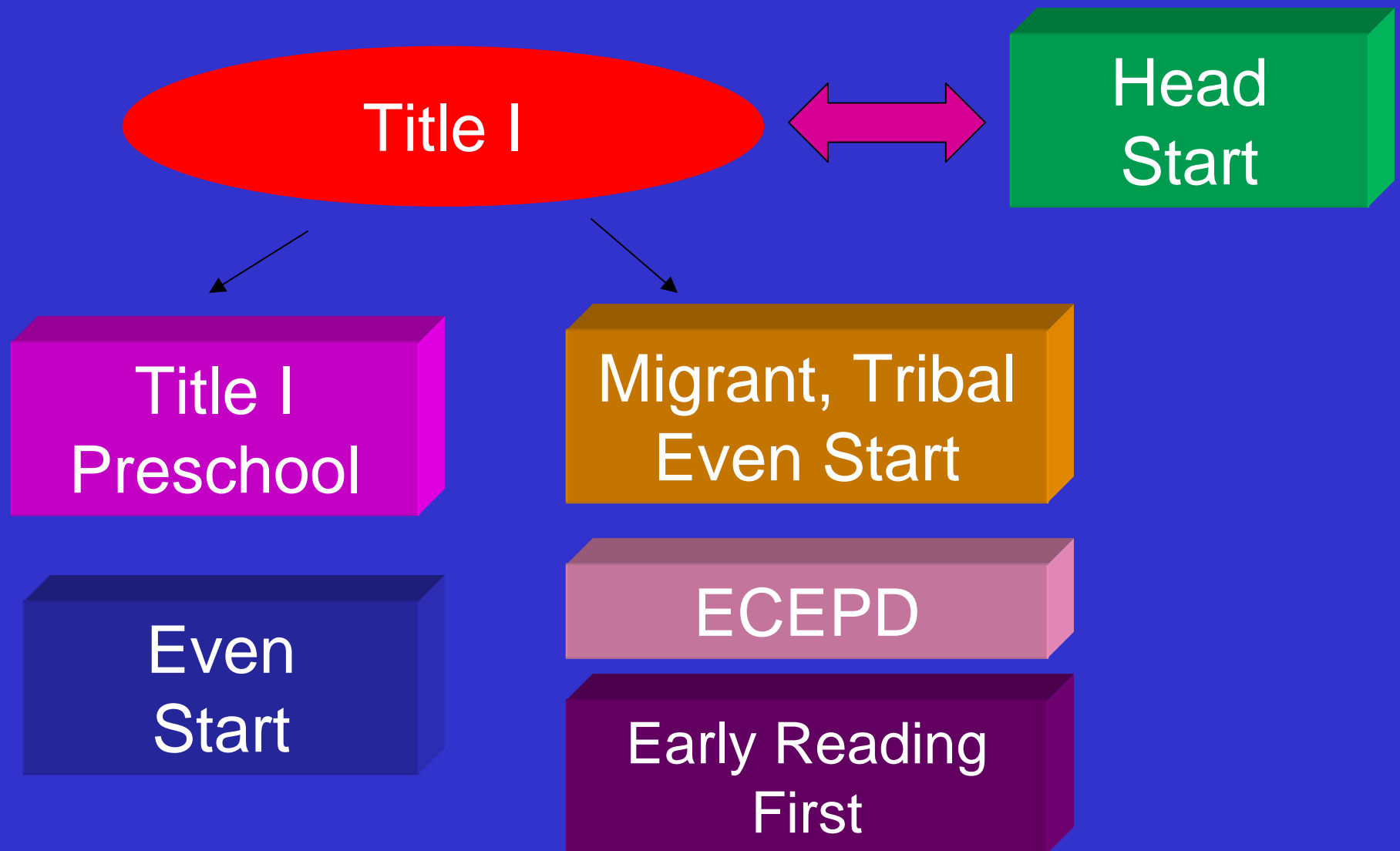
The purpose of Title I of the ESEA of 1965, as amended by No Child Left Behind Act of 2001:

“To ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.”

Title I Facts

- Largest Federal Education Program
 - \$10.4 billion in FY 2002,
 - requested \$11.4 billion for FY 2003
- Serves 14.9 million children:
 - 12% are in kindergarten and preschool
 - 64% are in the 1st – 6th grade
- 47,600 Title I schools (58% of all public schools)
- 67% of all elementary schools receive Title I funds

What is the Relationship Between Title I and Other Federal Programs for Young Children?



Using Title I Funds to Support Preschool Programs

Local Plans: Section 1112(b)(1)(K)

The LEA Plan will describe, if appropriate, how the LEA will use Title I funds to support preschool programs for children, particularly children in Early Reading First, Head Start or Even Start, which services may be provided directly by the LEA or through a contract with the local Head Start agency, an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program.

Schoolwide Programs

- *Sec 1114 (c) PREKINDERGARTEN PROGRAM- A school that is eligible for a schoolwide program under this section may use funds made available under this part to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs.*

Targeted Assistance Schools

- *Sec 1115 (b)(1)(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION- From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, **except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.***

Title I and Head Start: Performance Standards

Local Plans: Section 1112(c)(1)(G)

Each LEA plan will provides assurances that, in the case of an LEA that chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, such services comply with the performance standards established under section 641(a) of the Head Start Act.

(This does not apply to preschool programs under Even Start, which has its own requirements.)

EVEN START: The Role of Family Literacy

“ Young children are getting ready to read long before they begin school. All adults have a critical role to play in helping children with prereading and cognitive learning skills.”

- Secretary Rod Paige

The Purpose of Even Start

“... to help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.”

The goals of Even Start are:

- To help parents improve their literacy or basic educational skills;
- To help parents become full partners in educating their children; and
- To assist children in reaching their full potential as learners.

Authorized under Title I, Part B of No Child Left Behind

The Purpose of Even Start

- Builds on high-quality existing community resources
- Promotes the academic achievement of children and adults
- Assists low-income families achieve to challenging State content and achievement standards
- Bases instructional programs on scientifically based reading research

Even Start at a Glance

FY 2002 appropriation: \$250 million

FY 2003 appropriation request: \$200 million

Currently:

- 1,000 local projects (estimated)
- Approximately 30 each of Tribal, Migrant, and Statewide Initiative Grants

Children served:	37%	0-2 years
	40%	3-5 years
	15%	6-7 years
	5%	8-9 years
	3%	10 and over

Families served:	50,000 (estimated)
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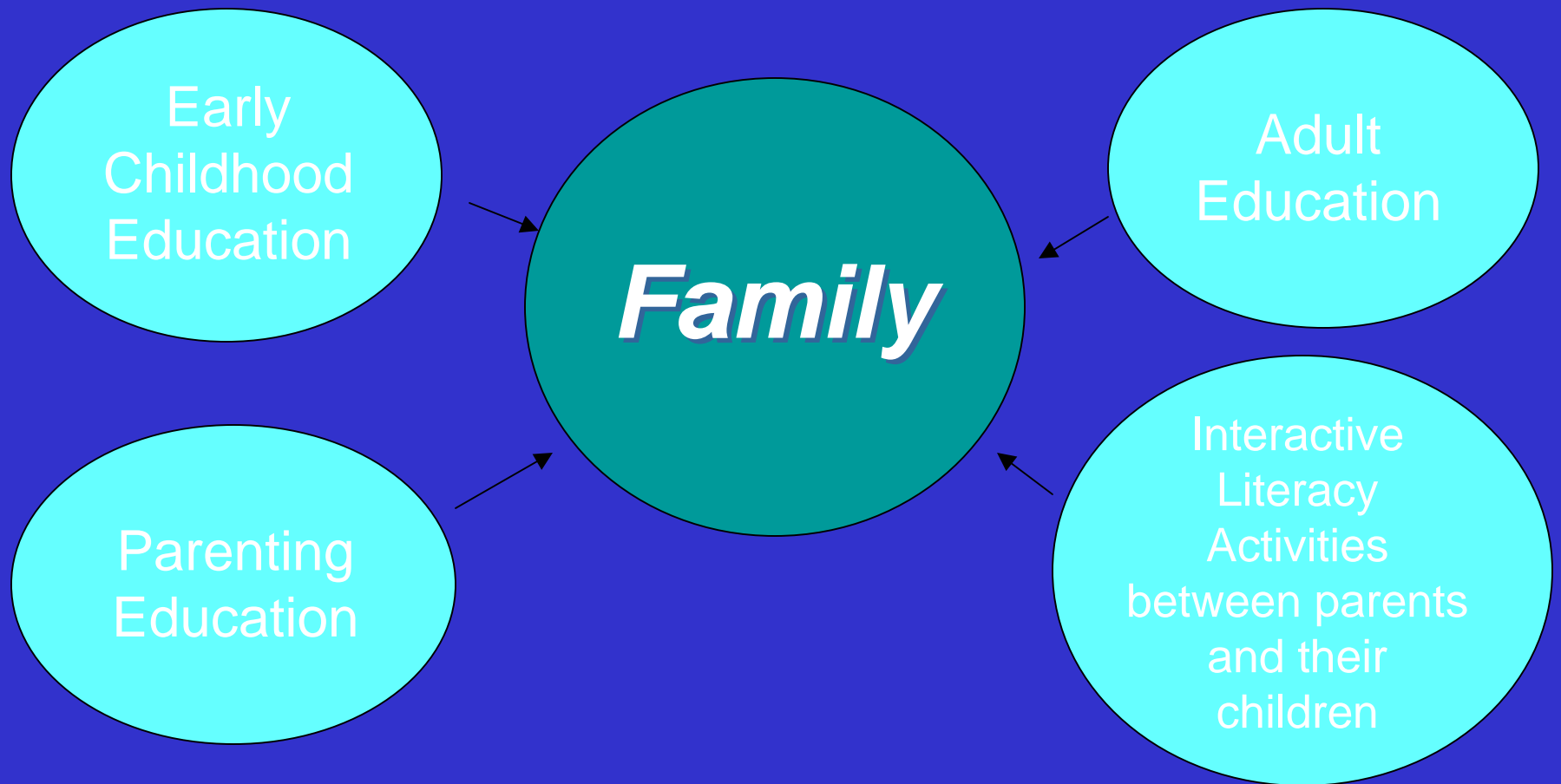
Who Does Even Start Serve?

- A parent or parents
 - Eligible for services under the Adult Education and Family Literacy Act
 - Attending secondary school
 - OR within compulsory school attendance age, and
- Primarily children ages 0-7 (but provide service for children in a 3 year age range)
- Other family members, as appropriate

Most importantly, Even Start serves the families who are *most in need*, considering factors such as low income and low adult literacy or English language proficiency.

The Core Instructional Components

The Even Start model integrates:

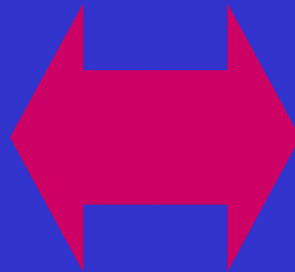


Who Provides Even Start Services?

Even Start partnership



**One or More Local
Educational
Agencies**



**One or More Non- profit
Community-Based
Organizations, Public
Agencies, or IHEs**

Even Start: Indicators of Program Quality for Children

Even Start indicators include the following:

- (A) Improvement in ability to read on grade level or reading readiness
- (B) School attendance
- (C) Grade retention and promotion

Even Start: Indicators of Program Quality For Adults

Even Start indicators include the following:

- (A) Achievement in the areas of reading, writing, English-language acquisition, problem solving, and numeracy
- (B) Receipt of a secondary school diploma or a general equivalency diploma (GED)
- (C) Entry into a postsecondary school, job retraining program, or employment or career advancement, including the military

Even Start Collaborators

Even Start projects must coordinate with —

- Other ESEA programs
- Any relevant programs under the Adult Education and Family Literacy Act, IDEA, and, Title I of the Workforce Investment Act of 1998
- The Head Start program, volunteer literacy programs, and other relevant programs

As long as these program provide high quality services.

Even Start: Key Connections

- Collaboration
- Accountability

EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT (ECEPD)

The purpose of ECEPD is to enhance the school readiness of disadvantaged young children by improving the knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty.

Authorized under Title II of No Child Left Behind

Proposed Achievement Indicators for the ECEPD Program

- Indicator 1: Increasing numbers of hours of high quality professional development will be offered. High-quality professional development must be ongoing, intensive, classroom-focused, and based on scientific research on cognitive and social development in early childhood and effective pedagogy for young children.
- Indicator 2: Early childhood educators who work in early childhood programs serving low-income children will participate in greater numbers, and in increasing numbers of hours, in high-quality professional development.
- Indicator 3: Early childhood educators will demonstrate increased knowledge and understanding of effective strategies to support school readiness based on scientific research on cognitive and social development in early childhood and effective pedagogy for young children

Proposed Achievement Indicators for the ECEPD Program (*cont.*)

- Indicator 4: Early childhood educators will more frequently apply research-based approaches in early childhood pedagogy and child development and learning domains, including using a content-rich curriculum and activities that promote language and cognitive development.
- Indicator 5: Children will demonstrate improved readiness for school, especially in the areas of appropriate social and emotional behavior and early language and literacy competencies.

Who may apply for an ECEPD grant?

A partnership of the following entities may apply:

- One or more **institutions of higher education**, or other public or private entities (including faith-based organizations), that will provide the professional development; and
- One or more **public agencies** (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990), Head Start agencies, or private organizations (including faith-based organizations); and
- If feasible, an entity that can train educators to identify and prevent **behavior problems** or work with children identified as or suspected to be **victims of abuse** (can be one of the partners described above).

What information must applicants provide?

- Need for the program (level of poverty)
- Quality and Design of Program Services
- Quality of Management Plan
- Quality of Personnel
- Quality of the Evaluation Plan
- Explanation of Budget

Current ECEPD Grantees

- 18 grantees – 9 each in FY 2001 and 2002
- Programs located in 14 states
- Serve children from Birth – 5, in programs such as Head Start, Public Pre-K, Day Care & Community Centers
- The main applicant on many grants is an institution of Higher Education

**Anticipated Available ECEPD Funding for
FY 2003**

Appropriation -- \$15 million

Approximate number of grants -- 10

Estimated range -- \$1.0- \$2.0 million

Project period -- Not to exceed two years

Timeline for FY 2003 ECEPD grant awards

Applications available:	End of February '03
Applications due:	Early May '03
Awards announced:	Late July '03

Early Reading First

The overall purpose of the Early Reading First Program is to prepare young children, especially those from low-income families, to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success.

ERF Legislation

- Subpart 2 of Part B of Title I of the Elementary and Secondary Education Act
- \$75 million appropriated for FY 2002
- \$75 million requested for FY 2003
- Part of President Bush's *Good Start, Grow Smart* Early Childhood Initiative

FY 2002 Grants

- 30 Grants
- Over \$72 million dollars
- Grantees include preschools operated by Head Starts, Even Starts, LEAs, the BIA, and private agencies and organizations including faith-based organizations

Opportunities for Head Start programs to become Early Reading First projects

Eligible applicants can be:

1. One or more LEAs eligible for Reading First.
2. One or more public or private organizations or agencies located in a community served by an LEA eligible for Reading First, applying on behalf of one or more early education programs.
3. One or more eligible LEAs collaborating with one or more eligible organizations or agencies.

Reading First Eligibility

Among the LEAs in the State with the highest numbers or percentages of students in kindergarten through grade 3 reading below grade level, based on the most currently available data (and a State may use the lowest grade for which it has those data, such as grade 4, up through grade 5)

AND

Reading First Eligibility

- Has jurisdiction over a geographic area that includes an area designated as an empowerment zone (EZ) or an enterprise community (EC).
- Has jurisdiction over a significant number or percentage of schools that are identified for school improvement under section 1116(b) of title I of the ESEA (or the predecessor statutory authority).
- Has the highest numbers or percentages of children who are counted under section 1124(c) of title I of the ESEA (the number of children counted for Title I Basic Grants to LEAs).

Purpose 1: To enhance children's language, cognitive, and early reading skills through professional development for teachers.

- Explicit, contextualized, scaffolded instruction
- Intentional teaching
- Intellectually engaging curriculum
- Daily book reading
- Progress monitoring

Purpose 2: To demonstrate language and reading activities developed from scientifically based reading research.

- Oral language (vocabulary development, expressive language, and listening comprehension)
- Phonological awareness (rhyming, blending, and segmenting)
- Print awareness
- Alphabetic knowledge

Purpose 3: To provide preschool age children with cognitive learning opportunities in high-quality language and literacy rich environments

- Large variety of age-appropriate books
- Alphabet at children's eye-level
- Labels, signs, and environmental print
- Displays of children's drawings and writing
- Readily available writing tools
- Many opportunities for conversation

Purpose 4: To use screening assessments to effectively identify preschool children who may be at risk for reading failure.

Are:

- Brief
- Valid and reliable
- Easy to use and interpret
- Individually administered
- Used to identify children at-risk of later failure.
- Ongoing

Are NOT

- Lengthy
- Difficult to administer
- Group-administered
- Used to track children
- One time only

Purpose 5: To improve existing early childhood programs by using scientifically based reading research to improve all aspects of the program.

**Instructional
Materials**

**Teaching
strategies**

**Parent
Engagement**

Curriculum

**Professional
Development**

How Early Reading First projects will sustain the gains children make in preschool

Continuity and Coordination with Formal School Instruction:

- Using the state's preschool content standards in language arts and/or the cognitive domain
- or
- Aligning the preschool program's standards to content standards for kindergarten or the lowest grade available
- Collaboration with the elementary school that the preschool children will later enter

Early Reading First uses scientifically based reading research to

- **Improve the quality of instruction**
- **Improve the curriculum and materials**
- **Improve the classroom environment**

to create centers of excellence.

Possible FY 2003 Competition

Applications available

February 2003

Pre-application due

6 weeks later

Invitation for full application

Late May 2003

Full applications due

6 weeks later

Grants awarded

September 2003

Resources & Contact Information

US Department of Education homepage:
www.ed.gov

*View “Pre-K 12, early childhood” for
information on Even Start, ECEPD, and Early
Reading First*

You can also contact:

ERF: ERF@ed.gov

ECEPD: Eceprofdev@ed.gov